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ABSTRACT

New findings from a Rockefeller Foundation study spotlight the possible gains from fully integrated programs of education and employment. The findings are especially relevant to programs of basic education and employment developing under the Family Support Act. The integrated model focuses employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care. To boost motivation, the model tailors training plans to the individual. San Jose's Center for Employment Training, one of the four sites tested in the minority Female Single Parent experiment, used, and indeed developed, this design with remarkable results. When compared with other programs using more traditional designs, the integrated program yielded better jobs and higher wages for a higher proportion of participants. It led to a 27 percent increase in employment and 47 percent higher pay. The integrated program worked well for one of the most difficult groups to get into the work force: low-income single mothers. It produced large increases in employment for an amount comparable to what traditional programs spend for similarly disadvantaged enrollees. The model is described and principles for implementing integrated programs are discussed in this lavishly illustrated publication which contains 19 photographs, many of them full-page. (RH)

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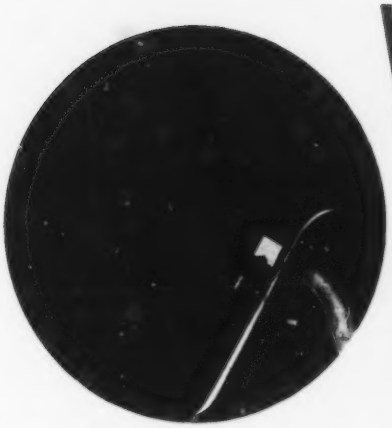
Into the WORKING WORLD



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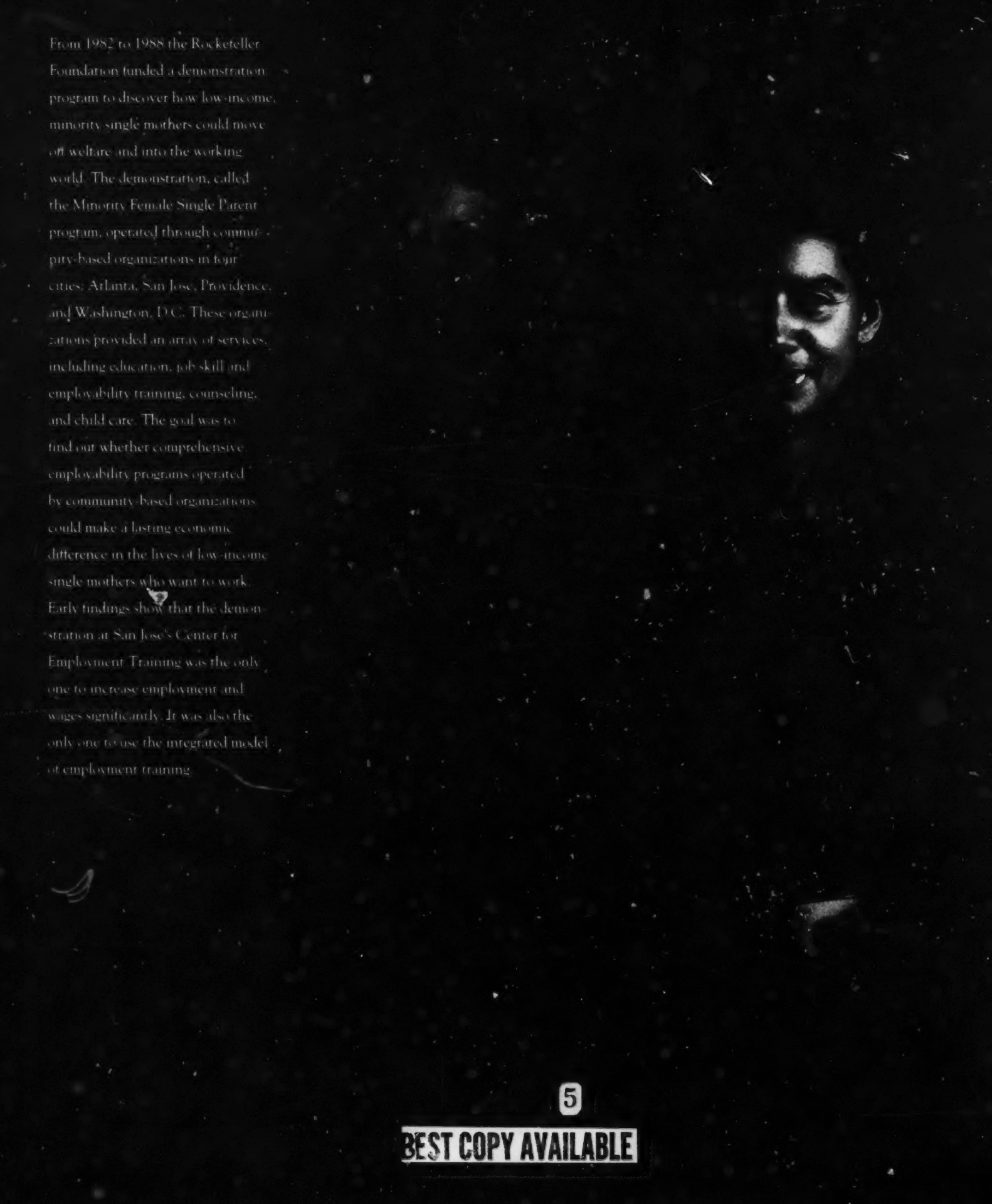
From 1982 to 1988 the Rockefeller Foundation funded a demonstration program to discover how low-income, minority single mothers could move off welfare and into the working world. The demonstration, called the Minority Female Single Parent program, operated through community-based organizations in four cities: Atlanta, San Jose, Providence, and Washington, D.C. These organizations provided an array of services, including education, job skill and employability training, counseling, and child care. The goal was to find out whether comprehensive employability programs operated by community-based organizations could make a lasting economic difference in the lives of low-income single mothers who want to work. Early findings show that the demonstration at San Jose's Center for Employment Training was the only one to increase employment and wages significantly. It was also the only one to use the integrated model of employment training.



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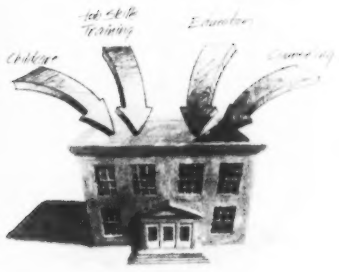
The Rockefeller Foundation
New York 1990

Higher program participation, higher placement in jobs, higher pay. These are the payoffs possible from an integrated program of education and employment that can be delivered at reasonable cost.



New findings from a Rockefeller Foundation study spotlight the possible gains from fully integrated programs of education and employment. The findings demand the attention of those developing programs of basic education and employment under the Family Support Act.

The integrated model focuses employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care, and to boost motivation it tailors training plans to the individual.

One of the four sites tested in the Minority Female Single Parent experiment—San Jose's Center for Employment Training—used (indeed, developed) this design with remarkable results. When compared with other programs using more traditional designs, the integrated program yielded better jobs and higher wages for a higher proportion of participants. It led to a 27 percent increase in employment and 47 percent higher pay.

As important, there was no creaming of superior applicants. The integrated program worked well for one of the most difficult groups to get into the work force —low-income single mothers. Moreover, it produced large increases in employment for an amount comparable to what traditional programs spend for similarly disadvantaged enrollees.

How did it do this? Read on.

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Job training should develop specific work skills.

The integrated model provides in-depth training in the skills required for a specific job and—just as important—places heavy emphasis on work habits.

Less-intensive job-search and work-orientation programs help some individuals find work, but such programs offer little hope to those with substantial disadvantages, such as low-income single mothers. By contrast, more extensive skills training—in, say, word processing or metalworking—can help disadvantaged trainees obtain good jobs.

Acquiring job skills is only half the training. The other half focuses on the development of life skills, self-esteem, and a work ethic. The goal is not merely to produce a skilled word processor or machine tool operator. It is to develop a worker who is punctual, efficient, cooperative, and ready to pick up more skills.

The integrated model stresses punctuality and attendance to impart the rhythm of industry. Trainees punch in — not at 8:00am, but at 7:55 so that they can be at their station by 8:00.

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Basic skills training should be related to the job.

The integrated model provides literacy and numeracy training concurrently with job training. It also links the development of basic skills to the development of work skills.

To ensure that training is efficient, the integrated model includes only those educational elements that are directly relevant to the job.

Participants learn the math and vocabulary needed to meet their vocational goals. And they learn these skills at the time they are required for accomplishing a job task. This just-in-time remediation motivates trainees to learn basic skills, and it speeds the learning process because trainees use a basic skill just as it will be used on the job.

The main goal of trainees is to obtain a good job. So, the closer the tie between the job skills and the basic literacy and numeracy training, the more willing they are to put in the effort to increase their basic skills.

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Education and employment programs should be tied to the requirements of industry.

Another key feature of the integrated model is to have the education and employment program plugged directly into the requirements of industry—and to have industry plugged into the development of the program.

Program developers work closely with production supervisors, personnel managers, equal opportunity officers to find precisely the skills required and to develop curricula that meet those requirements. When the demand and wages for a skill fall, it is phased out of the skill offerings. When new opportunities appear, they are added.

Just as important, technical instructors are drawn from industry. With many years of experience, they know what is needed on the job—the knowledge, skills, and traits needed for success.

The integrated approach thus treats training as a business, with the program tailored to community needs, changing market conditions, and the trainee's future work site.

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Programs should be tailored to the individual.

We have the program comply with the needs of the individual rather than have trainees comply with a rigid system.

The integrated model removes the barriers of fixed entry times and qualifying entry tests. And with a focus on hands-on experience, trainees progress at their pace, demonstrating competence in specified work tasks that are needed for employment.

Training plans should be developed —and monitored—for each participant, covering:

- Technical skills instruction.
- Basic skills remediation for, say, math, English, or the general education diploma.
- Support counseling to coordinate social services and marshall the resources of the community.
- Job development to match trainees with jobs in industry.

Larger programs would have specialists for each of these functions, while smaller programs might have to double up the responsibilities. What is important is for each function to be performed well.

It is also important to meet regularly with the trainee to update the training plan, identify and resolve problems, and determine the trainee's readiness for the job.

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Training should be surrounded with a full array of support services.

Low-income people frequently have big problems and unstable lives, and sorting out day-to-day affairs can conflict with training.

To avoid such conflict, the integrated model provides continuing support for the individual. It bolsters the training by providing easy access to support services that can systematically resolve everyday problems.

And for low-income mothers, the integrated model provides essential child care—at the training site or at a nearby child care center.

The goal is to avoid fragmenting trainees' days by bouncing them from one agency to another. Instead, the integrated model tries to provide one-stop continuity for all the support services a person needs.

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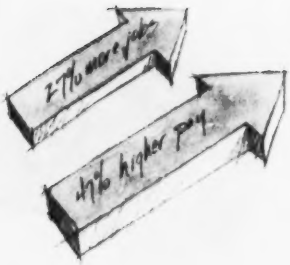
The integrated model clearly deserves experimentation in a broader range of settings.



The integrated model of training offers some decided benefits to participants. But the findings here are based on a study of four programs, all of them voluntary programs run by community-based organizations. The integrated model thus needs to be tested in a broader range of settings, especially in mandatory programs run by public agencies.

In addition, the findings here are based on short-run data, and additional follow-up data are being gathered to confirm them. Preliminary long-run data do suggest that the integrated model's large impacts persist over time.

The integrated model could be demanding for small programs. It also appears to depend on entrepreneurial managers and appropriate staffing from industry for much of its success.

But the weak performance of many traditional programs—and the short-run success with the integrated programs—point to the value of considering the integrated model in the formulation of programs to get people off welfare and into the working world.

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Credits

Text	*Bruce Ross-Larson* *American Writing Corporation* *Washington D.C.*
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List of photographs

Cover	*Metal shop trainee;* *Child at Montessori child-care center*
Inside front cover	*Trainees*
Front foldout	*Child at child-care center;* *Instructor and office skills trainee*
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Page 8	*Mary Hardy, recently retired as director of CET, Oakland*
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Back foldout	*Trainee in office skills program, with his instructor;* *Graduate, on the move*
Inside back cover	*Trainee with her child at child-care center*
Back cover	*Child at child-care center*

All photographs taken at the Center for Employment Training, San Jose and Oakland.

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